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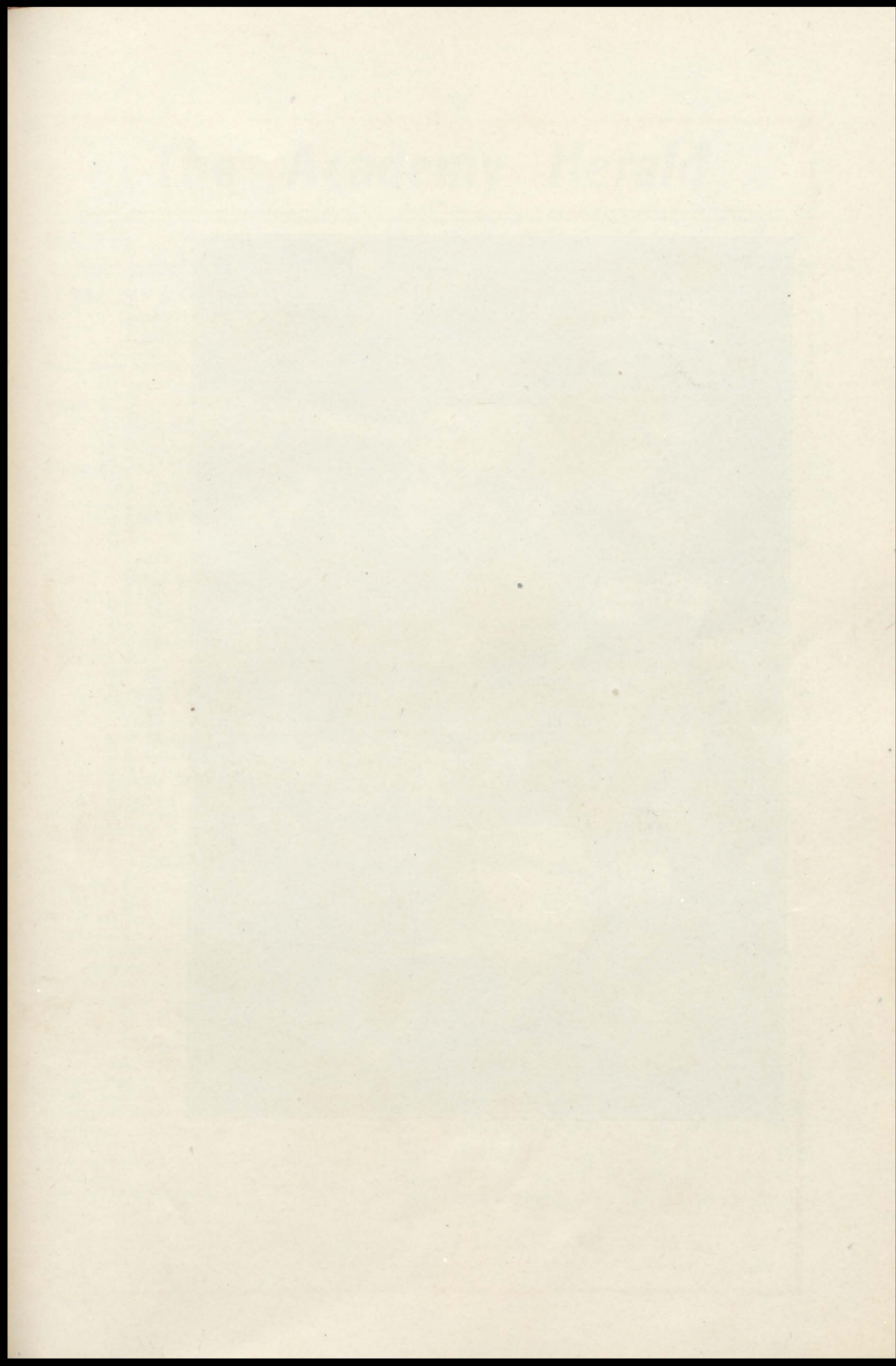
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# The Academy Herald

Vol. XV,

Bethel, Me., March, 1911.

No. 2.

## The ACADEMY HERALD

Devoted to the Interest of  
GOULD'S ACADEMY

Published by the Students at the end of the  
Fall and Winter Terms.

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We have no excuses to offer for the unusual tardiness of the "Herald." We only ask that our subscribers will pardon this fault along with our many others. We take this opportunity to thank all who have contributed to the paper, either in a literary way, or by giving us their advertisements. Here's good luck to the next editorial board, and may they profit by our mistakes and bring out, on time, a better and a thicker "Herald."

—o—

In this world we cannot receive unless we are willing to give. We all expect to receive much of various good out of our Academy Herald. If so, then we ought to give to it as much as we can, and uncomplainingly. If you are asked for a joke, a story, a poem, an essay, or an editorial, is it your part to say, "Oh, I can't, I just simply can't?" Is that the part of a loyal student, who should be an enthu-

siastic supporter of all the undertakings of the Academy? Better far, to say, "I can't do much, but I'll try to do my best." That will be doing your duty to the Herald, the Academy, your fellow pupils, the editors and to yourself. And when you have done your best don't be afraid or ashamed to admit it. Don't refuse to sign your name or initials, so that the other students may see that you have tried, that you have not shirked that you are truly loyal and helpful. They will admire you the more, and they will have a secret desire to try to do as much in their way for their school.

—o—

Are athletics a help or a hindrance in school work? Like all other questions this one has two sides, but we confidently believe that athletic sports, properly conducted, and restrained within reasonable limits are of advantage both to the individual student and to the school as a whole. Many students, who have entered school frail and delicate, after a systematic course of athletic training, have come out strong and robust. Again, a student may be bashful and diffident, with no confidence in his mental or physical powers. What better place than the athletic field, or the basket ball floor, to banish his diffidence and stimulate his self-confidence? The power of self-control is also taught by athletics. In no place is success more dependent upon self-control than in athletic contests, and every boy wants to do his best to win for his team or his school. Another point, athletics help to create school

loyalty. When we are struggling to win victories for dear old Gould's, are we not manifesting our loyalty in the truest sense? Carried to excess, or conducted in other than a clean, fair manner, athletics are harmful, yet, on the whole, we believe much more is to be said in favor of, than against them.

—o—

What are editors for? I used to think it was to write editorials, but I have long since discovered that such is not the case. And, as far as I am informed, they do not even ask other people to write them. Twice a year, I get a second-hand invitation—but one which has lost none of its urgency, but rather comes with redoubled force—to write something—anything—and have it ready in twenty-four hours, on pain of my life. Now, I would like to move, Mr. President, that, henceforth, the editors shall write editorials, that to accomplish this end, each editor, on assuming his office, shall solemnly swear to a most sacred oath, that, regardless of whatever else he does or whatever else anyone else does, he will write editorials

—o—

What is education? Is it merely a matter of books, study and schools, only the acquisition of knowledge, from leaves crowded between two covers, which like the tolling of some sweet bell fills the ear for a moment, lingers transiently in echo, then passes away like a thing that was not? Of course



books play an important part in our education, but are there not people whom we consider well educated, who, if we knew their life history, have scarcely opened a book or attended school. "Right education," Roark says, "Is such a preparation of the individual, in physical, intellectual, and moral capacities, as will enable him to secure the highest enjoyment from their use here and hereafter." It may truthfully be said that our education begins in our infancy. Life, from the hour we are launched upon this troubled sea of time, until we enter the great unknown, is the one great educator. Education does not mean an unfolding of the mental capacities alone; it means such training of all the powers of the individual as will enable him to make his life the life that God would have him lead, pure as thrice bolted snow and free from all evil. An eminent man of to-day is credited with saying that he thinks there is too much belief that education is purely a matter of books. So it seems that true education is learning to do things, not merely reading about doing them, for Ruskin also tells us that we might read all the books in the British Museum (if we could live long enough) and still be an utterly "illiterate," uneducated person. The place you desire is the one you must fit yourself for by sturdy efforts of your own—for it is open only to labor and to merit. All the gold in the mystical land of Ophir can not purchase a ticket, nor no intercession of influential friends gain admittance for you to those Elysian fields of knowledge.

### TO JEANNE D'ARC.

O Maid! so young and fair and brave!  
 You who didst free great France from foes;  
 You who from poverty arose.  
 Your lily-'broided flag to wave.

The world salutes you for your might  
 In war, and for your simple name  
 That darkest threats could never shame,  
 And for your steadfastness in right.

But not for perils brave withstood  
 Are you most rev'renced and adored;  
 'Tis for your pure faith to the Lord,  
 And for your spotless womanhood.

O peasant girl! you knew full well  
 That you must suffer at the stake!  
 But did you think that for your sake,  
 The world would mourn, O fair Pucelle?  
 M. C. H. '14.

### WHAT I WOULD DO WITH A MILLION DOLLARS.

#### PRIZE COMPOSITION.

When the list of subjects for the senior essays was given out, I instinctively thought of the Million Dollars. Probably the idea of having the privilege of spending that amount, being so remote, was the principal reason for giving it so much thought. But having selected the subject, the next thing to do is to tell, as well as I can, what I would do with a million dollars.

I would appoint a board of five trustees, three of them women, to carry out my wishes. Should I die before they are fulfilled, I would divide the million dollars into four equal parts, which should be put to the following uses:

Believing that the children of the State of Maine, and especially those

of rural schools, do not have sufficient instruction in kindergarten, nature study and manual training, I would set aside one of my four divisions to be invested in government bonds, or other good securities, paying a fair rate of interest, for use along these lines, I would equally divide the income and a certain per cent. of the principal each year, among the towns and rural communities of my State, to be expended in teaching kindergarten, nature study and manual training, because those subjects, I believe, do more to teach a child to think for himself, to make him self-reliant and better qualified to gain his living as he grows older.

The second division of the fortune I would cause to be invested in farms, in or near our largest cities. These farms should be under competent management, and would be self-supporting. There are in most of our cities, many men, who are sick or nearly so, or perhaps recovering from a recent illness, who are hardly strong enough to work at their trades. The object of the farms, therefore, would be a temporary situation for these men. They could work there, receiving some wages, have the benefit of out door air and exercise, of good nourishing food, and, above all, feel as if they were doing something to help themselves, instead of being burdens upon others. Their minds being occupied, they would have no time to think of their own troubles, and they would gain rapidly. As soon as they were well, they would naturally want to get back to their trades.

Believing that the primary object of prisons should be, not to punish, but simply to detain, and, if crime is the result of a diseased mind, cure the disease, I would devote the larger part of the third division of my money to the building of a model prison. The building or buildings would be sani-

tary, well lighted, thoroughly ventilated and have every convenience of home. In fact, should be a home rather than a prison. The inmates would be allowed to play a part of their time, to work a part of the time, and to study a part of the time. I say "allowed," because I do not mean compelled. If compelled to do a thing, even play, man soon rebels. Therefore, I say "allow." If any of the inmates, not prisoners, have any natural inclination toward any line of work, or toward any line of study, I should see that he was encouraged, and, being thus encouraged, would do his utmost. At the expiration of their terms the inmates would be placed in positions for which they were naturally adapted. If it was found that the men could make more progress in their work after the expiration of their terms, by having some financial aid, especially in starting, I would have the men repay this money, including interest at a fair rate per cent., which money could be used over and over for the purpose of helping others; and thus they would be helped by helping themselves.

The fourth and last division I would use right here for the Academy. I would use the income only, for this purpose, as I believe this sufficient. I would buy the field across the road from Holden Hall and build a new gymnasium. It would be equipped with shower baths, swimming pools and furnished with all the apparatus found in a modern, up-to-date gymnasium. I would build the present gym over into a chemical and physical laboratory, furnished throughout with the necessary appliances found in a school laboratory. I would put the athletic field in first-class condition, and build a grandstand. Last but not least I would build a girls' dormitory, thus giving over to the boys, the whole of Holden Hall.



As we can never reach our ideals, but only approach them, there are probably many flaws in my plans. But taken in the rough, the foregoing is what I think I would do with a million dollars.

Blanche M. Richardson, '11.

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### ATHLETICS.

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Broadly speaking, in the usual acceptance of the word "Athletics" pertains to all forms of exercise that tend to physical and mental recreation, such as tennis, golf, hockey, rowing, track work, base ball, foot ball, basket ball, and many others.

In the college sense of the word "Athletics" means base ball, foot ball, basket ball and track work, though in many colleges of late years, hockey and polo teams are organized for intercollegiate contests.

All these branches of athletic exercise participated in by organized teams, carefully trained for interclass and interscholastic contests, have made the subject of athletics one for vital, far-reaching and popular discussion.

Like all big questions, it has its friends and its foes, its "pros" and its "cons," and it is true that all are strong.

Let us glance briefly at them, for, though it is not our purpose to debate on the value or harm of school athletics, it is well to consider a few of the points which make up the discussion of the subject.

Some of our most eminent men think that athletics take the attention of the student from his studies, tend towards a feeling of rivalry between schools, makes hard feeling among men in the same school, that students do not come up to the standard of scholarship, that

they tend towards gambling, and that some carry them to excess and thus ruin their health.

Athletics of some kind are indispensable to an up-to-date and healthy school. All who participate in them are made more noble and stronger for the duties of life. They enter life with the same courage, pluck, and determination, to win and make the most of their lives and to overcome all obstacles, as they enter the foot ball, basket ball, or base ball game. They learn never to feel conquered or outclassed, until the whistle is blown or the last man is declared out. They carry this rule all through life, and, when anything seems impossible, they think of their old time games, and undertake their work with all their old zeal and spirit.

A man completing his course at college and having never entered athletics in any branch whatever is inferior to the man who has had his good qualities worked out on the diamond or gridiron. He hasn't the self-reliance and coolness of his classmate, who has experienced the fiercest and fastest games of basket and foot ball. He lacks the quickness of action and thought, and also the firmness of an athlete.

No school should be without athletics in some branch or other, for a young man should be trained physically as well as mentally. A young man, spending all his time poring over books at school, where there are no sports to call him away from them, soon loses his health, and with the failing of his health, his hopes and prospects in life decrease. If there had been some attractive contests to call him away from his studies and increase his physical as well as his mental powers, he would have entered life at the completion of his school course, a strong healthy young man, both in body and mind, ready to cope with any and all difficulties, which might present themselves to him.

Again, athletics are indispensable if we wish to keep our school on a level with others. If we have no athletics, and a man goes on a visit from our school to some other, he does not dare to lift his voice in praise of his own school, for if he did they would all "jump on him," and say, "where is your foot ball team? Where is your basket ball team? Where is your track team? A fine school it must be without athletics in any form. A sporty bunch of fellows you must have at your school, if they have no more "get-up-and-get to them than that." What can he say in answer to this? He can say nothing, for the rebuke is just, and no more than he and his school deserves.

Athletics also make a young fellow love his school and even if for some reason he leaves that school and goes to another, still his old school retains his sympathies in all its games and efforts, and when he leaves school to enter life he will aid his school to the utmost of his ability.

Athletics tend towards good fellowship in school. For the fellows that are playing on the same team, whatever that team may be, will stick to each other closer than a brother. And work for the good of all rather than for the good of any one individual.

Again, a poor boy entering school, who has to work his way, and can not dress quite as well as the rest, or who has not spending money like the others, is sometimes looked down on and considered below the rest unless he happens to be an athlete. If he can play basket or base ball, he is helped in every way, so far as his fellow students are able, in order to keep him in college and on the team.

Athletics, if they are played in the true sense of the word, tend to make a man clean, gentlemanly and self-reliant. For no team, as a whole, wishes to play a rough, dirty game, and if, on

a team, there chances to be one man so inclined, the others are going to help reform him and make him the true sportsman that he ought to be.

It is impossible to do without athletics for they have come to stay. Their popularity is on the increase in all our preparatory schools and colleges, because they tend towards the uplifting of the human race as a whole, not only in our own country but in many others as well.

Therefore, since they are a necessity and are permanent among us, let us do all in our power to make them a clean, manly sport, and something that will be a credit, not only to our school, but to our State, our Nation, and the whole human race.

C. B., '11.

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### THE POWER OF LOVE.

---

A poor woman lay dying. A high wind raged without, and the bare room in which she lay was cold and cheerless. It was dark, too, for only a dim, sputtering candle burned, casting great shadows. It was close upon midnight.

The woman seemed to be in a stupor, but after a time she aroused herself, and sat up, leaning on one hand. She peered around the room, but evidently saw none of her surroundings; there was a far-away look in her eyes, as if she were gazing into the past. Her lips moved. A gust of wind shook the bed. The woman sank back, her eyes closed.

The bells chimed the hour of midnight. Scarcely had the last stroke died on the air when the door opened, and a man entered. His raiment was soft and gray and misty, like a cloud. He came slowly to the bedside.



The woman opened her eyes. "Who are you?" she cried.

"That is not for me to say, now," the man replied, his voice deep and gentle.

He moved a little, and beneath the gray mistiness of his garments glowed a wonderful golden lining. There shot into the gold, red as of fire, then clear silver. Finally the soft grayness enveloped him again.

"Why are you here? What do you want? I am sick and defenceless, and I have no money! You may see how poor I am!"

"I am not come for money. For vain gold and silver I have no use. My purpose is not theft. Be not afraid."

But the woman cowered in bed, and her face was white with deadly fear.

"Listen," said the man. "You are dying. All things must die. But sometimes, if a person will give up a very dear thing, that person is allowed to go through life again. I am come to tell you, that, if you will give up Love, you may live over your life. But never may you love or be loved. You must go through the world friendless. All else that you desire you may have, but never that. Think well, and choose."

The woman seemed to ponder on what he had said. At last she murmured, as if musing aloud, "He loved me. True - - - I loved him; I loved my children - - - - - What is left? Love will not keep one alive, nor drive away misfortune - - - - My friend, whom I loved, forsook me, and I was left alone - - - - Love has no power against treachery - - - - What is Love? A desire, sometimes, a passionate longing for the beloved. - - - - Sometimes merely an affection, as for a friend. But those are not the true Love. That is deeper than either—a pure flame that cannot easily be extinguished. - - -

But does it ward away Death, the Destroyer? Of what good is Love?"

The man answered the question in his deep voice—"Love is everything," he said.

"During life, yes. Afterwards, no. I loved, and was loved. We would have died for each other. What did it avail? What profits Love?"

"I will show you," the man said.

The room seemed changed all at once. It was richly furnished. Heavy silken hangings shaded the windows. Rich rugs were on the floor. There were beautiful carved chairs, and in one of them sat a woman, clothed in satin. She looked unhappy in the midst of all this splendor, and there was a hard, cold look on her face.

"That woman never knew love," said the man.

The rich woman spoke. "No I never knew Love, the more my loss. I cared more for money, and power. And now that I have found out what Love is worth, it is too late. I am the poorest person alive."

She bowed her head, but she could not weep, for she had no heart, it had frozen long ago.

And then the room seemed like a wretched hovel in the midst of squalor and dirt. A woman bent over the bed of a sick child. Her clothes were ragged, and she looked starved, but in her eyes there shone a light that could not be put out.

"That woman has known the fullest meaning of Love."

"Yes," said the mother. "I have known the meaning of Love to the very end. I have lost my husband, and all my children but this, the youngest. Look at me! And yet I feel nothing of the horror of my surroundings. I feel no grief at my loss, for I know the meaning of Love."

"Tell me," the sick woman said. "What is its meaning?"

"The true meaning is—God."

The scene faded, and only the gray-clothed man could be seen, standing very still.

"Choose," said he, "and quickly, for I must be gone. I have shown you the true meaning of Love, and its power. Choose."

Into the eyes of the dying woman leaped the light that the mother had had.

"I choose—Love," she said, "and Death. "But wait, tell me now, who are you?"

He bent above her, tenderly, as the mother had bent over the child. "I am Azrael," he said.

As he moved, the gray of his garments changed to glowing gold and red and silver. His face shone with a heavenly radiance. He spoke, and his voice was like a bell.

"Come with me."

The woman held out her arms.

Then he bore her far away to the land beyond the stars. The land where wrongs are righted, and the unhappy are comforted. The land where Love is all in all. The land where God is.

M. C. H., '14.

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## TUBERCULOSIS.

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Tuberculosis is an infectious and somewhat contagious disease common to both man and animal, caused by the growth and specific action of a micro-organism, the bacillus of tuberculosis. The disease germs of this disease are the smallest and simplest of living things. They are plants, and it is said that our bodies furnish the very best soil for these germs.

Tuberculosis has received, or is receiving a greater amount of study and none deserves more, for its ravages are

so great that not less than one seventh of all deaths are due to this disease. Because of the number of cases of tuberculosis, a German physician once said. "Sooner or later everybody has a little tuberculosis."

The favorite seat of this disease is the lungs, but any tissue or organ of the body may be affected by it. Tuberculosis of the skin or external tuberculosis, is, as a rule, less malignant than that of the internal organs and may be attended by few general symptoms.

From the earliest times it has been known that the lungs of persons who have died of pulmonary tuberculosis, called phthisis, contain yellow masses which are called tubercles, and hence we get the technical name, tuberculosis. It has been established that gray tubercles are the first to be found and these change and become yellow. The gray tubercles may be found in the membranes of the brain and in any of the solid organs or mucous surface.

It was in the latter part of the 19th century that a settled view was established concerning the different appearances in which tuberculosis presents itself in the different stages. In nearly all parts of the body the tubercular germs or masses undergo a change, becoming rubbery, and later liquify; this is true of pulmonary forms.

It is said that this disease is rare among the cold blooded animals and the people at the far North, but it is common among the domesticated animals and the people south of the frigid zone. The frequency of the disease in cattle is of the greatest significance to man.

A person is affected by heredity and by his surroundings and occupation. Heredity has always been looked upon as the cause of the disease, but recent study indicates that there are very few cases in which the disease is transmit-



ted directly from parent to child. An exposing occupation or ill-constructed houses occasion pulmonary troubles, and bronchitis. There are certain occupations such as stone-cutting, hair cutting, sewing and mining which expose the person to breathe dust, etc., but one may escape this disease by taking care of his health and avoiding the causes which increase susceptibility.

Villennim was the first to offer definite proof by showing that inoculation with tuberculous material produces the disease in the animal experimented upon. A final discovery was made by Koch and published in 1882.

The disease is contagious when the bacillus enters the system by the inspired air, but the breath of patients with this disease does not contain bacilli; it is taken by the dried sputa, which contain the germs.

Intestinal tuberculosis is due to the swallowing of infected material, such as infected meat, milk of tuberculous cows, and the like. Another cause of this disease is sometimes from tattooing and vaccination.

Serofula, or many forms of it, is now considered tuberculous, this being an effect on the lymphatic glands, which enlarge, soften and discharge material. The glands generally effected are those of the neck and at the base of the lungs.

A person with this disease loses strength and flesh; he grows pale and worn in appearance, fever supervenes and becomes irregular, the patient perspires freely, which decreases his strength. The outward indications are a flattened, or hollow chest, large bones, and a sallow complexion.

It is a widespread belief that tuberculosis is a fatal disease, but investi-

gation proves the contrary. Statistics show that from 5 to 40 per cent. of all bodies examined show some evidence of past tuberculosis disease, which had been arrested.

Fresh air, change of climate, tonics, and the regulation of every detail of the life, constitute the reliable treatment of the patient. Koch introduced a new method of treatment, that of injecting tuberculin, which is really the growth of the bacillus itself.

In our own State we are provided with means for curing this disease. The Maine Sanatorium at Hebron, Maine, has done a great deal for the patients, who have been there for treatment. They are under very strict rules, not being allowed to go off the grounds or indulge in any sports, especially those which might excite or overstrain. Besides the three regular daily meals, the patients have nourishment three times each day. In the morning at about 10:30 the nurses serve hot cocoa; at 2:30 P. M., hot cocoa or beef broth, and at 9:30 P. M., raw egg and milk. After dinner the patients rest and get up at about five; those who are able to walk have a walking chart and walk certain distances each day, but there are many who have to lie in bed continually.

There are two large cottages—one for the ladies and the other for the men—the Administration building, and a new hospital. The patients' rooms are open so that they receive fresh air continually. The Sanatorium is situated upon a mountain so the air is about the best, and in the hottest days in summer it is cool there. The silver from the table is all sterilized after each meal, and great caution is taken with everything that the patients use. Each patient has a sputum-cup of his own with his name marked on it. These cups are changed each day and the patient is supplied with gauze for coughing. One of the rules for the patients is, that

they must not tell each other of their physical conditions, but this rule is one of the hardest for them to keep. Tuberculin is injected once each week for the patients who are able to take it, and they are weighed each week. The day they are to be weighed is generally looked forward to by all, as they are anxious to know whether they have gained or lost, but there are many who are disappointed, as tuberculosis is a disease that cannot be cured in a week. With the many sanatoriums for this disease, it is believed that the death rate will be greatly reduced, since a large per cent. of the cases, if taken in the earlier stages, are cured.

A. M. S., '11.

### GIFT TO GOULD'S ACADEMY.

Prin. F. E. Hanscom recently received from the Copley Art Gallery of Boston a fine oil portrait of Abraham Lincoln, a gift to the Academy from Charles K. Fox of Haverhill, Mass. It was Mr. Fox who so generously started the subscription for a Laboratory Fund, and this new gift places the school under still greater obligation to him. Mr. Fox left Gould's Academy in 1871, to make his own way in the world. By his strict integrity, keen business foresight and indomitable energy, he has won for himself an enviable name and place in the business world. It is much to his credit that, amid all the honors and successes that have come to him, he still has a warm corner in his heart for the friends of his youth and for the old school that gave him direction and inspiration in the days when his character was forming. The school honors him, and he honors himself in honoring her.



## QUOTATIONS APPLIED

"Let all be forgotten between us—all save the dear old friendship, and that shall grow older and dearer."

Students of G. A.

"Let me but do my work from day to day,  
In field or forest, at the desk or loom,  
In roaring market-place or tranquil room;  
Let me but find it in my heart to say,  
When vagrant wishes beckon me astray,  
This is my work, my blessing, not my doom."

Mr. Hanscom.

"Blessing she is! God made her so.  
And deeds of week-day holiness  
Fall from her, noiseless as the snow,  
Nor hath she ever chanced to know  
That aught were easier than to bless."

Miss Pratt.

"So unaffected, so composed a mind;  
So firm, yet gentle, strong, yet so refined."

Miss Sturtevant.

"So well to know  
Her own, that what she wills to do or say,  
Seems wisest, virtuousest, discreetest,  
best!"

Miss Randall.

"His manners were warm without insincerity, and polite without pomp."

Mr. Knight.

"Whate'er he did was done with so much ease,  
In him alone 'twas natural to please."

Leslie E. Davis.



"Smiles are the language of love."

Edna Bartlett.

"On every side he open was as day,  
That you might see no lack of strength with-  
in."

Parker Russell.

"Her winning smile and her gleeful glance,  
Like a beam of sunshine fell!"

Ida M. Packard.

"Truth, simple truth, is written in his  
face."

Carl L. Brown.

"Mindful not of herself, but of others."

Lula B. Cummings.

"We may be as good as we please, if we  
please to be good."

Ivan W. Arno.

"A faultless body and a blameless mind."

Helen Spencer.

"As lamps burn silent with unconscious  
light,

So modest ease in beauty

Shines most bright."

E. Marie Swan.

"Be but yourself, be pure, be true,  
And prompt in duty; heed the deep, low  
voice of conscience."

Alta W. Smith.

"Smiles were nature to her eyes  
As are the stars to heaven."

Alice M. Smith.

"The mildest manners with the bravest  
mind."

Freeborn Bean.

"Life is a jest, and all things show it;  
I thought so once, but now I know it."

Tom Brown.

"Though pleased to see the dolphins play,  
I mind my compass, and my way."

Clinton Bennett.

"The rank is but the guinea's stamp,  
The man's the gowd for a' that."

Roy Thurston.

"It's guid to be merry and wise,  
It's guid to be honest and true."

Bertha Thurston.

"But he whose inborn worth his acts con-  
demned,

Of gentle soul, to human race, a friend."

Irving R. Harriman.

"A merry heart goes all the day."

Blanche W. Richardson.

"We can do more by being good than in  
any other way."

May Cross.

"And still they gazed, and still the wonder  
grew,

That one small head could carry all he  
knew."

Oscar Judkins.

"The world delights in sunny people."

Mildred Chapman.

"And on their own merits  
Modest men are dumb."

Harry Rand.

"Knowledge is gold to him who can dis-  
cern

That he who loves to know, must love to  
learn."

Harold Rich.

"Her beauty, guarded, kept her beautiful."

Ruth I. Mason.

"His face is truly of the Roman mold,  
He bears within the heart of Cato, too;  
Although his look may seem severe and  
cold,

He never would be false to truth or you."

Cleveland West.

"Modesty is the beauty of women."

Olive Wardwell.

"Deep versed in books."

Walter Keene.

"For never anything can be amiss  
When simpleness and duty tender it."

Gladys Bartlett.

"We pardon as long as we love."

Percy Taylor.

"Et tu, Brute."

Earl Farnham.

"What a strange thing man is."

Dellison Conroy.

"The glory of a firm, capacious mind."

Viola Bartlett.

"Thus I steer my bark, and sail  
On even keel, with gentle gale."

Florence E. Springer.

"A foot more light, a step more true,  
Ne'er from the heath-flower dash'd the dew."

Alice Swan.

"Here is a friend both for earnest and  
sport."

Lawrence Philbrook.

"Oh! could'st thou but know  
With what a deep devotedness of woe  
I wept thy absence."

Mona L. Martyn.

"Let us, then, be what we are and speak  
what we think."

Guy T. Kendall.

"Heart on her lips, and soul within her  
eyes."

Frances Abbott.

"He would have wiped with smiles away  
The tears from every face."

John Howe.

"As proper man as ever trod upon neats'  
leather."

Francis Mills.

"'Tis a face that can never grow veler,  
That never can part with its gleam."

Carrie King.

"There is little of the melancholy about  
her."

Sylvia Swan.

"Whose yesterdays look backwards with  
a smile."

Norman Hamlin.

"Loveliness  
Needs not the foreign aid of ornament,  
But when unadorn'd, adorn'd the most."

Alice Kimball.

"Whose little body lodg'd a mighty mind."

Ralph Abbott.

"Her air, her manner, all who saw ad-  
mired."

Edith Marsden.

"Every man has his fault, and honesty  
was his."

Carroll Valentine.

"As pure as a pearl  
And as perfect, a noble and innocent girl."

Mary Deegan.

"Happy am I; from care I'm free;  
Why aren't they all contented like me."

Eva Bean.

"I profess not talking, only this,  
Let each man do his best."

Winfield Wight.

"Her ways are ways of pleasantness,  
And all her paths are peace."

Edith Kimball.

"She's simply what's sweetest, completest,  
and neatest,  
A dear little, queer little, sweet little girl."

Marion Mansfield.

"'Tis impious in a good man to be sad."

Charles Small.

"The man of wisdom is the man of years."

Perry Judkins.

"There buds the promise of celestial  
worth."

Margaret C. Herrick.

"Of manners gentle, of affections mild;  
In wit a man, simplicity a child."

George Roberts.

"Best men are moulded out of faults."

Ara Burgess.

"All the people dead who wrote it,  
All the people dead who spoke it,  
All the people die who learn it,  
Blessed death, they surely earn it."

Latin (Caesar.)



## ANNUAL FAIR AND ENTERTAINMENT.

Thursday afternoon, Feb. 23 the Academy students held their annual fair at Garland Chapel and gave an entertainment in Odeon Hall in the evening.

In the afternoon Garland chapel was the busiest place in town, for the Academy fair was on and there was a crowd of visitors. Each class had a booth decorated with its class colors, while the school colors were everywhere in evidence. One need not remain long, to be assured that the students from the seniors to freshman were in earnest in disposing of the dainty articles and "sweets" from their tables. At six o'clock a goodly number partook of a very nice supper under the supervision of Miss Pratt.

In the evening Odeon Hall was crowded to see and hear the drama, "The Village Post Office," which was presented by the students. The program opened with a piano solo by Edith Marsden, and a vocal solo by Mona Martyn.

The stage was furnished as an old time store when everything from calico to cod-fish was sold and on one side was the post office. Wm. Jones, post master was finely represented by John Howe with Jerushy Jones, his wife, (Carrie King) who was evidently an active partner in the business and was attentive to her customers.

Among the frequenters at the post office and store was the Colonel in regimentals, who showed quite an interest in the affairs of the nation, the men who had time to loaf in the store and tell big stories while their neighbors and friends dropped in and exchanged bits of gossip. In fact it was a typical country store and post office of olden times where the boys were in and

out with their pert ways and harmless pranks. A good deal of dramatic talent was brought out and the parts were well chosen, and every one, "Chinaman," "Irish" or Yankee acted unusually well the part. After all the fun there was a lesson to be learned contrasting the life there portrayed, when there seemed to be plenty of time for loafing and gossip, with these days of business and hustle.

The fair was a pronounced success. The net receipts amounted to a little over \$200.00, which will be used for laboratory equipment.

E. W. C.

## AN AFTERWORD.

It may be of interest to those who have contributed so generously to the success of our fairs during the past ten years to know for what purposes the money thus raised has been expended. Below are the most important items: Books for Academy library, about \$175.00; singing books for morning exercises, \$50.00; settees for gymnasium, and pipes and registers for heating same, about \$125.00; framed pictures and casts for school-room decorations, about \$50.00; glass doors to protect books in library, new book-cases and reference tables, about \$70.00; physical apparatus and supplies, about \$275.00; to start fund for athletic field, \$100.00. In addition to the above, books have been rebound, teachers' desk and chairs have been refinished and repaired, steel window guards have been placed upon all the basement windows of the Academy, the walls of all the recitation rooms and halls have been tinted with muresco, and maps, charts and globes have been secured for the use of the history and science classes.

For three years, except for a few needed reference books, maps, etc., the money raised at the fairs has not been expended, but has been deposited in Bethel Savings Bank, in the name of Gould's Academy, to be expended by the officials of the school for the proper equipment of a chemical and physical laboratory, whenever the amount should be sufficient to warrant such expenditure. This sum, together with net receipts from the annual prize declamations, now amounts to nearly \$600.00, sufficient, with the apparatus now on hand, to give Gould's Academy an excellent working laboratory. The one thing needful at the present is a room or building in which to house such equipment, and of sufficient size to enable the students to perform individual experimental work. The need is imperative, and some action must be taken at once by the friends and officials of the school, if Gould's Academy is to continue her standing among the standard fitting schools of Maine. In June, 1911, Gould's Academy will have completed three quarters of a century of active service. In what better way can her alumni and friends celebrate her 75th anniversary than by the presentation of a laboratory of which the school and the town may be justly proud? We firmly believe that the needed assistance will be forthcoming, and that the next school year will find Gould's Academy fully equipped to offer her students, strong and complete courses in the natural sciences. We respectfully await suggestions as to the best method of meeting this urgent and long-felt need, and we take this opportunity to thank each and every one, both far and near, who, by word or deed, helped to make the "Fair" of 1911 the most successful, from a financial standpoint at least, of any ever held under the auspices of the school.

FRANK E. HANSCOM, Prin.

## A MOVEMENT FOR A LABORATORY FOR GOULD'S ACADEMY.

(Reprinted from Citizen.)

In last week's issue of the Citizen attention was called to the urgent need of better laboratory facilities for Gould's Academy. In fact it was pointed out that Gould's must have such facilities in order to maintain her standard in the "A Class" of fitting schools and be entitled to the maximum assistance from the State in accordance with the general law relating to Academies.

The students and teachers through fairs and entertainments have raised sufficient money to equip a good working laboratory, provided a room or buildings can be secured.

The only feasible thing to do seems to be to build a small annex to the rear of the Academy, the basement to be used for laboratory purposes and the ground floor for a much needed recitation room.

At a meeting of the executive committee held March 6th, it was voted to solicit subscriptions from the alumni and friends of the school through the columns of the Citizen which have on previous occasions been so generously opened in behalf of Gould's, and in this way seek to secure sufficient funds to procure the necessary building,—all subscriptions to be announced from week to week through the same medium.

The trustees in making this appeal are impressed with the loyalty which has always been manifested by the friends of the school and are encouraged to again ask their assistance because of the interest and generosity with which they have always responded.



ed in times of her need. Never was the call to their loyalty more urgent than at this time. Our institution has grown to be one of the leading fitting schools of the State. The standard of its work was never higher. Its future is full of promise but in order to make the future secure there must be earnest, steadfast and devoted support in the present. The standard required for entrance to New England colleges has from year to year been made higher, and if we meet these requirements we must have up-to-date, satisfactory and approved laboratory facilities. Not only do we need this laboratory in order that our institution may offer the increased advantages which it will supply, but if our State aid is continued we must meet the requirements of the law as to the standard of our school. Shall this aid be continued or shall it be sacrificed for lack of a comparatively small sum needed to make it secure?

Subscriptions or pledges of same may be made to the principal of the school, Mr. F. E. Hanscom, or to any member of the executive committee.

N. F. BROWN,  
A. E. HERRICK,  
J. G. GEHRING,  
J. M. PHILBROOK,  
J. U. PURINGTON.

#### Executive Committee.

As a result of the above appeal, and through the personal solicitation of Hon. John M. Philbrook, who never fails to put his shoulder to the wheel, whenever the welfare of Gould's Academy is at stake, the following list of contributions have been received to date:

Charles K. Fox,	\$100.00
J. G. Gehring,	100.00
J. M. Philbrook,	40.00
A. E. Herrick,	25.00
J. U. Purington,	10.00
E. C. Bowler,	20.00

D. S. Hastings,	20.00
F. B. Tuell,	10.00
Agnes H. Straw,	25.00
Seth Walker,	25.00
F. L. Edwards,	25.00
N. R. Springer,	20.00
Mrs. O. M. Mason,	20.00
J. C. Billings,	5.00
M. M. Hastings,	10.00
W. E. Bosserman,	5.00
H. H. Hastings,	5.00
F. B. Merrill,	5.00
E. C. Park,	10.00
H. A. Packard,	5.00
E. E. Whitney,	5.00
Ernest Walker,	10.00
N. F. Brown,	10.00
M. W. Davis,	5.00
E. C. Chamberlain,	10.00
I. L. Carver,	10.00
Harry King,	5.00
Gilbert Tuell,	5.00
Ira C. Jordan,	10.00
H. E. Jordan,	10.00
A. C. Frost,	5.00
I. H. Wight,	10.00
J. P. Skillings,	10.00
Leslie L. Mason,	25.00
H. C. Rowe,	5.00
"A Friend,"	5.00
G. P. Bean,	10.00
W. J. Upson,	10.00
John A. Douglass,	10.00
Geo. F. Rich,	5.00
Chas. H. Hastings,	5.00
Chas. F. Smith,	5.00
R. R. Tibbetts,	5.00
H. F. Twitchell,	5.00

Total	\$680.00
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It is estimated that the needed annex will cost, when completed, about \$1,200.00, hence there is a chance for a great many more contributors to have a part in the good work, and a cordial invitation is herewith extended to all alumni and friends of the school to "come down and help us."



## SCHOOL NOTES.

### Officers of the Senior Class:

President,	Parker Russell.
Vice-President,	Ivan Arno.
Treasurer,	Ida Packard.
Secretary,	Alice Smith.

### Executive Committee,

Irving Harriman,  
Mary Stanley,  
Leslie Davis,

Class colors: crimson and white.

On Wednesday evening, January 11, the Seniors gave a social at the gym. Home-made candy was for sale and the social was a success financially as well as socially.

The Senior Class parts have been assigned as follows:

Valedictory,	Mary Stanley.
Salutatory,	Leslie Davis.
History,	Ida Packard.
Oration,	Parker Russell.
Prophecy,	Alta Smith.
Address to Undergraduates,	Irving Harriman.
Class Gift,	Helen Spencer.
Gifts to Class,	Edna Bartlett.
Class Will,	Tom Brown.
Class Essay,	Clinton Bennett.
Class Ode,	Alice Smith.

The graduating class this year is the largest in the history of the school, numbering twenty-three.

During the winter term two very enjoyable socials were held in the gymnasium under the auspices of the Senior Class.

Professor Huddilston of the University of Maine, on his visit of inspection to Gould's gave a very interesting talk before the student body on the advantages of a college course.

Prof. J. W. Taylor, State Inspector of Secondary Schools recently spent a day at the Academy, and expressed himself as much pleased with the general appearance and administration of the school.

Miss Blanche M. Richardson won the prize for best Senior composition, her subject being, "What I would Do with a Million Dollars." The prize was the Life of Alice Freeman Palmer by George H. Palmer.

### Junior Class officers:

President,	Cleveland West.
Vice-President,	Earl Coffin.
Treasurer,	Earle Farnham.
Secretary,	Olive Wardwell.

### Executive Committee,

Harold Rich,  
Guy Kendall,  
Alice Swan.

Miss Gladys Bartlett of the Junior class has left school for the spring term in order to teach.

Mr. Lawrence Philbrook of the Junior Class won the pillow at the Academy Fair, by being voted the most popular young man in school.

### Sophomore Class officers,

President,	Dana H. Grant.
Vice-President,	Eva M. Bean.
Secretary and Treasurer,	Sylvia Swan.

Class colors: green and white.

### Officers of the Freshman Class,

President,	Perry Judkins.
Vice-President,	Marian Mansfield.
Treasurer,	Wilfred Foster.
Secretary,	Percy Farnham.

### Executive Committee,

Charles Small,  
Vera Holt,  
George Roberts.

Class colors: green and gold.



The Freshman Class is the smallest class in school, but it is very select, only people of unquestionable pedigree being admitted.

Harry Clark of Upton, Me., and Ernest Schnabel of Vermont, entered the Freshman Class at the beginning of the winter term.

Miss Marian Mansfield of the Freshman Class won the pillow at the Academy Fair for selling the largest number of admission tickets for the "Village Post Office."

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### PRIZE DECLAMATIONS.

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The interest that the people of Bethel and surrounding towns have in Gould's Academy was again in evidence Friday evening, Mar. 3, when Odeon Hall was filled by friends of the school and pupils to listen to the annual prize speaking.

Promptly at eight o'clock the speakers, eight in number, were marshalled in by Winfield Wight, '13, and for nearly two hours, the closest attention was given by the large audience.

When the speaking was at an end, all were in a quandary as to where the prizes would rest for the efforts of each speaker had far surpassed even the fondest hopes of the listeners, and all felt that the committee had a difficult task to award the prizes.

It so proved, for the committee was some time in secret session. Rev. A. T. McWhorter of South Paris made the announcement, saying that theirs had been a difficult task, and the decision was not unanimous, but that the prize for young gentlemen would be awarded to Edwin Lawler and for young ladies to Miss Helen Spencer. The announcement was received with enthusiasm.

During the evening, Misses Martyn and Hutchins rendered most pleasingly a vocal duet and Dr. and Mrs. I. H. Wight delighted the audience also with a vocal duet and were most heartily applauded. A piano duet by Misses Park and Mansfield added to the program. The Herrick orchestra rendered several selections while the judges were making their decision and it goes without saying that the time passed very quickly.

The following is the full program for the evening.

#### Music.

Invocation,

REV. J. H. LITTLE.

Piano Duet,

MISSES MANSFIELD AND PARK.

Last Charge of Ney,

PERCY RAY TAYLOR.

The Old Trapper's Christmas Dinner,

RUTH ISABELLE MASON.

Heroes of the Maine,

HAROLD ELLIOT RICH.

Vocal Duet,

MISSES MARTYN AND HUTCHINS.

Sombre,

BERTHA MYRTLE THURSTON.

The Union Soldier,

EDWIN LAFOREST LAWLER.

How the Church Was Built at Kehoe's Bar,

EDITH BURBANK MARSDEN.

Vocal Duet,

DR. AND MRS. I. H. WIGHT.

Sheridan's Ride,

CARROLL EDWARD VALENTINE.

The Madonna of the Tubs,

HELEN MAE SPENCER.

Music,

HERRICK'S ORCHESTRA.

Award of Prizes,

#### JUDGES.

Rev. A. T. McWhorter,

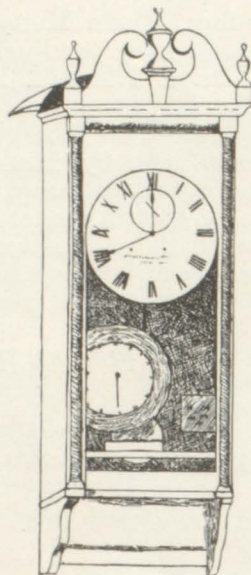
South Paris.

Mrs. H. L. Bartlett,

Norway.

Mr. B. F. Smith,

Berlin, N. H.



*Under  
The  
School  
Clock*

“Oh you Knight!”

—x x—

“Oh you Pippin!”

—x x—

“Oh you Mollie!”

—x x—

“Where is the keyhole?”

—x x—

“Who has lost her breath?”

—x x—

“I rather two-step than galop”

—x x—

May we sing, “O Paradise.”

—x x—

Ques: Pour qui prit-on dans cette cabane.

Ans: On le prit un peu de venaison.  
Sr. French (Russell.)

—x x—

“If you have not a good reason for doing a thing, don't do it.”

—x x—

(R. T. Sr. Normal.) “Androscoggin River rises in Umbagog Lake, because I have seen it.”

“Ask F. D. B. if he ever went to moving pictures.”

—x x—

“Ask Papa!”

—x x—

Teacher: “What is this (pointing to the St. John's River)? Pupil: It looks like a railroad track from here.”

(Sr. N.)

—x x—

(Miss R. Sr. N.) “A square that isn't a square, isn't a square.”

—x x—

“Oh you, “guard-boards!”

—x x—

“What a large orange!”

—x x—

Who was Neoptolemus? (Ask Virgil Class.)

—x x—

Miss Randall, (S. N.)—Have you a question, Edna, or are you stretching?”

—x x—

Teacher: “Name some of the large rivers in Maine.” Pupil: “Sunday River, Alder River and Bear River.”

—x x—

Egotism—Medicine that puts you to sleep.

—x x—

“Three fundamental psychical conditions of mental activity are consciousness, semi-consciousness and unconsciousness.”

—x x—

Crane was not a severity man, although he used the stick very often.”

—x x—

“The fleet returned by land.”

(Tom Brown.)

—x x—

“The old philosopher is still among us.”

(Texas.)

—x x—

Aujourd' hui, j'ai fait douze lieues a' pied.

Trans: To-day, I have walked twelve leagues on foot. Miss P—“Really, Miss R— How else could you walk?”



"The wanderer is welcome to the hall  
As the hangbird is to the elm tree bough."

Meaning of "hangbird." Miss M. C. H.  
"Why, they used to hang people on any tree that came along, and he was welcome to the elm tree because no one else wanted it."

—x x—

Va T'en chien!  
Trans: "Go to the dogs!" (Sr. F., H. R.)

—x x—

"Your ball, right there, right there!"

—x x—

Meaning of: "He groined his arches and matched his beams." Ans: "Sir Launfal felt of his sore places."

(Eng. I.)

—x x—

Mr. Farnham, Wight, Small, and Foster, please sit up in the aisle.

(Miss St-)

—x x—

Have you ever had in this class—"Quiet?"

—x x—

Oh hotel-life! (Ask the basket ball players.)

—x x—

"A man lost his conscience before he died, when he fell from the roof of an eleven-story house."

—x x—

In describing a phalanx one of the Freshman said: "He arranged his men on a point, fifty deep."

—x x—

"Un crayon est mange 'a Marie."  
Poor Mary.

—x x—

One of the Seniors tells us of two new Greek philosophers, Aegos and Potami.

Wonderful discovery in the Ancient History class, "Greaves are the sediment of tallow."

—x x—

Miss S— is informed that a parapet is a beast of work—an escutcheon is a kind of servant in the kitchen. Eng. II.

—x x—

He planted the city of Alexandria.

—x x—

Eng. III. Mr. K: "Druids were pyramids."

Mr. H: "When dancing Ichabod Crane was in great danger of falling to pieces."

—x x—

Mr. W. in Jr. Eng. tells Miss S—that "Canterbury Tales" is a thrilling little novel.

—x x—

French II. Il vivait chichement.  
Tran: The soup was highly spiced.

—x x—

Il se mit un jour en frais.  
Trans: It was a cool day.

—x x—

Spoons, please.

—x x—

Eng. IV. Mr. B: "Euripides was a river in Greece."

—x x—

Miss S—. "What did Shakespeare write?"

Mr. T. B. "Er—Evangeline and er—er-(laughter.)"

—x x—

Miss R—: What did you learn in the "Vision of Sir Launfal?"

Mr. W—: "I learned how to punctuate a poem, if I ever wanted to write one."

—x x—

Teacher: When was Chaucer born?  
Absent-minded pupil: Last term.

Sr. Fr: Sur le nez du cocher.

Trans: On the front of the coach.  
Smith.

—x x—

The Jr. English class was recently informed that Sir Walter Raleigh was an animal before he was born.

—x x—

Information wanted: Was Columbus a poet?

—x x—

It is rumored in the Freshman Class that a new departure in the bakery line has been invented. It is called a "roaster." Though it is meant to bake bread, we have been informed that a man has been cooked in it. If it claims a victim so early, no one can tell how many people will lose their lives in this new machine.

—x x—

Miss R—: "Give a description of a chair?"

Ans: "A chair is an article of furniture, having a back, and used as a seat."

Miss C—: "Wouldn't we have to add, "built for one?"

—x x—

"Caesar eius pedites incitat."

"Caesar encourages his feet."

—x x—

Eng. I: "Coleridge wasn't all there."

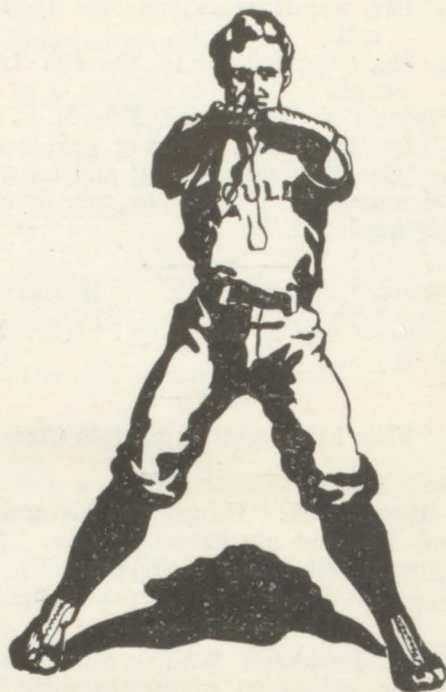
—x x—

Miss S—: "What would be the result, if you should have one rousing good lesson in Algebra?"

Taylor: "Faint away."

—x x—

Not everyone is so candid as the Senior who wrote in his French examination: "Je ne sais pas ce que je fais."



## •ATHLETICS•

### BASKET BALL.—BOYS.

Our boys started in practice early this fall in order to be ready and right on deck when the first game took place. Arno was elected captain and under him the team worked well. We started in the first of the season with Thurston at his old position as center, but during vacation he was obliged to undergo an operation for appendicitis, which left a vacant place, hard to fill. But let us leave it for the teams that we played against to say, and the following summaries of games, arranged by Manager Lawler to show, whether we put up a good opposition or not.



**GOULD'S 70; GORHAM 10.**

The first game was played with Gorham High at Bethel, Nov. 11, and as is shown by the score, it could be called practically a practice game. Although too one sided to be interesting, yet it served as a stimulus to create interest in our team.

The summary:

GOULD'S	GORHAM
Young, r. f.,	l. g., Audley.
Lawler, l. f.,	r. g., MacDonald.
Thurston, c.,	c., Hammond.
Arno, r. g.,	l. f., Harriman, Newall.
Russell, l. g.,	r. f., Mortenson.

Goals from floor:—Young 15, Lawler 2; Thurston 14, Arno 2, Russell 1, MacDonald 2, Newell 1. Goals from fouls:—Arno 2, Harriman 4. Referee, Hamlin. Umpire, Bowler. Scorer, Davis.

**GOULD'S 43; BRYANT'S POND HIGH 11.**

Nov. 18, our boys went to Bryant's Pond, accompanied by the greater part of the beauty and chivalry of the school, and brought home the story of victory with the score 43 to 11.

The summary:

GOULD'S	BRYANT'S POND
Young, r. f.,	l. g., Jacobs.
Russell, l. f.,	r. g., Clifford.
Arno, c.,	c., Howe.
Judkins, l. g.,	r. f., Cummings.
Bennett, r. g.,	l. f., Ford.

Goals from floor:—Young 8, Russell 2, Arno 8, Judkins 1, Bennett 1, Ford 3, Cummings 1. Goals from fouls:—Arno 3, Ford 2, Cummings 1. Referee, Bowler. Umpire, Farnham. Scorer, Pratt.

**GOULD'S 23, BERLIN HIGH 39.**

Gould's boys went to Berlin, Dec. 16 and were defeated, the score being 39 to 23. We attribute the defeat, not so much to the superior playing of Berlin, but to the lack of practice on Gould's part; this game being played after nearly three weeks of vacation,

and with only three nights of practice. Our boys were not properly equipped for the slippery floor on which they played, and this gave Berlin a decided advantage.

The summary:

GOULD'S	BERLIN
Young, r. f.,	l. g., Lee.
Lawler, Judkins, l. f.,	r. g., Light.
Arno, c.,	c., Sullivan.
Bennett, l. g.,	r. f., Stewart.
Russell, r. g.,	l. f., Smith.

Goals from floor:—Young 2, Lawler 1, Arno 4, Russell 1, Smith 5, Sullivan 9, Light 1, Lee 2. Goals from fouls:—Arno 7, Stewart 1, Light 4. Referee, Umpire, Massey. Scorer, Davis.

**GOULD'S 19; ALUMNI 22.**

The alumni team, which consisted of the old 1908 champions, of Maine prep. schools with the exception of Hamlin, defeated the Gould's team by a score of 22 to 19. This was a very exciting and hard contested game.

The summary:

GOULD'S	ALUMNI
Young, r. f.,	l. g., Twaddle.
Judkins, l. f.,	r. g., Massey.
Arno, c.,	c., Pingree.
Russell, r. g.,	l. f., King, Chapman.
Bennett, l. g.,	r. f., Robertson.

Goals from floor:—Young 5, Arno 1, Russell 2, King 2, Pingree 1, Massey 2, Twaddle 4, Chapman 2. Goals from fouls:—Arno 3, Referee, Dingle. Scorer, Davis.

**GOULD'S 51; BRIDGTON 36.**

Gould's boys are beginning to show the results of the coaching which they have been receiving from Dingle of Dartmouth. They defeated the Bridgton boys at Bridgton, Jan. 7, in a fast, snappy game, the resulting score being 51 to 36. In this game we tried out our new man, Brown, and he stood the test all right, as the goals in his favor will show.

The summary:

#### GOULD'S

Young, r. f.,  
T. Brown, l. f.,  
Arno, c.,  
Russell, r. g.,  
Judkins, l. g.,

#### BRIDGTON

l. g., Wight.  
r. g., Robbins.  
c., Knapp.  
l. f., Pike, Stacy.  
r. f., Beals.

Goals from floor:—Young 9, Brown 9, Arno 3, Russell 2, Judkins 1, Robbins 2, Pike 1, Beals 6, Stacy 4. Goals from fouls:—Arno 5, Beals 6. Referee, Massey. Umpire, Moody. Scorer, Pratt.

#### GOULD'S 49; BRIDGTON 9.

Jan. 27, the Bridgton boys played at Bethel, and again were defeated. Although by the score, one would think it too one sided to be interesting, yet, who was there that went away disappointed? Although Brown got one of his front teeth broken off during the game, he still played which goes to show that our boys do not notice such little things as the loss of a tooth or two.

The summary:

#### GOULD'S

Young, r. f.,  
Brown, l. f.,  
Arno, c.,  
Bennett, r. g.,  
Judkins, l. g.,

#### BRIDGTON

l. g., Morgan.  
r. g., Stacy.  
c., Robbins.  
l. f., Maybury.  
r. f., Beals.

Goals from floor:—Young 8, Brown 4, Arno 9, Bennett, 3, Beals 4. Goals from fouls:—Arno 1, Maybury 1. Referee, Moody. Umpire, Thurston. Scorer, Davis.

#### GOULD S 14; MORSE HIGH 21.

Morse High! This name sounds like a strange one and it is, as this is the first game ever scheduled with this school. They hail from Bath, and in the game put it over our boys, 21 to 14. This must have been one of the off nights for our boys (and all teams have them) for they certainly didn't put up the game that they did a week before.

The summary:

#### GOULD'S

Young, r. f.,  
Brown, l. f.,  
Arno, c.,  
Davis, r. g.,  
Bennett, l. g.,

#### MORSE HIGH

l. g., Spear.  
r. g., Hogan.  
c., Buker.  
l. f., Goodman.  
r. f., Thompson.

Goals from floor:—Brown 1, Young 1, Arno 2, Buker 1, Goodman 4, Thompson 4. Goals from fouls:—Arno 6, Buker 3. Referee, Reel. Umpire, Smith. Scorer, Pratt.

#### GOULD'S 13; BERLIN 15.

On Feb. 17, Berlin High came to Bethel and defeated our boys by the score of 15 to 13. This was the last game of the season and it was a fitting close. The Berlin "bunch" ran a special train, and who was there that could go who didn't? Both teams put up a good game, and we can safely say that everybody was satisfied.

#### GOULD'S

Young, r. f.,  
Brown, l. f.,  
Arno, c.,  
Judkins, r. g.,  
Bennett, l. g.,

#### BERLIN HIGH

l. g., Lee.  
r. g., Light,  
c., Sullivan.  
l. f., Smith.  
r. f., Stewart.

Goals from floor:—Young, Stewart, Smith. Goals from fouls:—Arno 11, Light 11. Referee, Keeney. Scorer, Pratt.

### GIRLS' BASKET BALL.

This term of basket ball has been the most prosperous for at least six years. Games have been played with several outside teams, and every one but one a victory for Gould's first. The first of the term we benefited by the services of the coach, Mr. Dingle.

On Saturday, January 7, we had our much-talked-of trip to Bridgton. In spite of a little snow in the early morning, no better day could have been arranged. It was a very cheerful, if hun-



gry company, which arrived in Bridgton at twelve-fifteen. The game was called at two-thirty, the girls playing second in alternate halves with the boys.

The first half was played with everything in favor of Bridgton. The second half Bridgton refused to keep the agreement made by the managers, but after some discussion the game was played without court lines and ended with the advantages on the side of Gould's, 12 to 10. As soon as possible the start home was made. At eight o'clock we stopped at North Waterford for supper, and while the horses rested, took in a slight-of-hand entertainment at the hall. After a beautiful moonlight drive, we reached home early in the morning.

The Bridgton game.

#### GOULD'S 12; BRIDGTON 10.

GOULD'S	BRIDGTON
King, r. f.,	l. g., G. Evans.
M. Swan, l. f.,	r. g., Wentworth.
Packard, c.,	c., Warren.
V. Bartlett, r. g.,	l. f., Snell.
Chapman, r. c.,	r. f., Fogg.
Russell, l. g.,	r. c., M. Evans.
	c., Millett, (sub.)

Goals from floor:—King 1, Swan 1, Packard 1, Millett 1, Snell 1. Goals from fouls:—Packard 6, Fogg 4. Referee, Moody. Umpire, Massey. Scorer, Pratt.

#### GOULD'S 14; GORHAM 6.

Jan. 13, the girls from Gorham came to Bethel and were defeated.

GOULD'S	GORHAM
King, r. f.,	l. g., Ryan.
Swan, l. f.,	r. g., Mason.
Packard, c.,	c., Barker.
V. Bartlett, r. g.,	l. f., Grundy.
Russell, l. g.,	r. f., Percival.
Chapman, sub.,	sub., Maxwell.

Goals from the floor:—King 3, Packard 1, Grundy 2. Goals from fouls:—Packard 6, Percival 2. Referee, Culhane. Umpire, Massey. Scorer, Davis.

#### GOULD'S 19; GORHAM 11.

The following Friday, Gould's won another victory at Gorham. Following is the lineup:—

GOULD'S	GORHAM H. S.
King, r. f.,	l. g., Mason.
Swan, l. f.,	r. g., Ryan.
Packard, c.,	c., Barker.
Russell, l. g.,	r. f., Percival.
Bartlett, r. g.,	l. f., Grundy.
Chapman, sub.,	sub., Maxwell.

Goals from the floor:—King 4, Swan 1, Packard 3, Percival 2, Grundy 1. Goals from fouls:—Packard 3, Percival 5. Referee Martyn. Umpire, Culhane. Scorer, Pratt.

#### GOULD'S SENIORS 4; INDEPENDENTS 28.

The return game with Bridgton being cancelled, the Seniors challenged the other players of the school, and the game was played January 27, alternating halves with the boys' game with Bridgton. As will be seen from the score, it was a very one sided game.

SENIORS	INDEPENDENTS
Cross, r. f.,	l. g., A. Kimball.
Swan, l. f.,	r. g., G. Bartlett.
Packard, c.,	c., King.
E. Bartlett, r. g.,	l. f., V. Bartlett.
A. Smith, l. g.,	r. f., Vail.
E. Kimball, sub., c.	

Goals from the floor:—Cross 1, King 8, V. Bartlett 2, Vail 2. Goals from fouls:—Packard 2, V. Bartlett 4. Referee, Martyn. Scorer, S. King.

#### BERLIN 10; GOULD'S 15.

Saturday afternoon, February 4, the girls of the Berlin High School were defeated at the Academy Gym. Owing to bad weather the attendance was small.

## GOULD'S

King, r. f., c.,  
 Swan, l. f.,  
 Packard, c., r. f.,  
 Russell, l. g.,  
 V. Bartlett, r. g.,

## BERLIN

l. g., Bernice Rogers.  
 r. g., F. Robertson.  
 c., B. Hodgdon.  
 r. f., G. Robertson.  
 l. f., E. Studd  
 sub., c., Beatrice Rogers.  
 sub., M. Wagner.

Goals from the floor:—King 3, Swan 1, Packard 1, G. Robertson 1, Studd 2. Goals from fouls:—Packard 5, Studd 4. Referee, Walker. Umpire, Martyn. Scorer, Davis.

## GROVETON 12; GOULD'S 14.

Wednesday evening, February 8, the Groveton High School girls came to Bethel. This is the strongest team we have met this year, but they went home with their first defeat.

## GOULD'S

King, r. f.,  
 Swan, l. f.,  
 Packard, c.,  
 Russell, l. g.,  
 V. Bartlett, r. g.,  
 E. Bartlett, sub.,

## GROVETON

l. g., Matthews.  
 r. g., McLaughlin.  
 c., Hardy.  
 r. f., Tibbetts.  
 l. f., Warren.  
 sub., Weise.

Goals from the floor:—King 1, Packard 2, Hardy 1, Tibbetts 4. Goals from fouls:—Packard 8, Tibbetts 1, Warren 1. Referee, Barker. Umpire, Martyn. Scorer, Davis.

## GOULD'S 12; BERLIN 16.

The last game on the schedule was played at Berlin, February 24. At the end of the first half Berlin was far ahead, but during the second half, Gould's made rapid gains. The whistle blew too soon, however, for the victory to be on our side. After the game, there was a private dance at the High School for the members of the basket ball teams. Following is the line up.

## GOULD'S

King, r. f.,  
 Swan, l. f.,  
 Packard, c.,  
 Russell, l. g.,  
 Bartlett, r. g.,  
 Smith, sub.,

## BERLIN

l. g., Bernice Rogers.  
 r. g., F. Robertson.  
 c., B. Hodgdon.  
 r. f., G. Robertson.  
 l. f., E. Studd.  
 sub., Beatrice Rogers.  
 sub., M. Wagner.

Goals from the floor:—King 2, Swan 1, Packard 1, Hodgdon 1, Studd 6. Goals from fouls:—Packard 4, F. Robertson 1, Studd 1. Referee, Sullivan. Umpire, Martyn. Scorer, Arno.

Gould's second team has played two games with Gorham Grammar School, the first at Bethel, Saturday afternoon, February 11; the second at Gorham, Saturday afternoon, February 18. Both were victories for Gorham.

## The game at Bethel.

## GOULD'S 2nd., 6; GORHAM G. S. 7.

Cross, r. f.,  
 Vail, l. f.,  
 Bartlett, c.,  
 Smith, r. g.,  
 Kimball, l. g.,  
 Bean, sub.

l. g., Hovey.  
 r. g., Sully.  
 c., Hatch.  
 l. f., Gokey.  
 r. f., Percival.

Goals from the floor:—Vail 1, Percival 1, Hatch 1. Goals from fouls:—Vail 4, Percival 3. Referee, R. Percival. Umpire, Martyn. Scorer, Judkins.

## The game at Gorham.

## GOULD'S 2nd, 11; GORHAM G. S. 18.

Cross, r. f.,  
 Vail, l. f.,  
 G. Bartlett, c.,  
 A. Kimball, l. g.,  
 Smith, r. g.,  
 Cummings, sub.

l. g., Sully.  
 r. g., Hovey.  
 c., Hatch.  
 r. f., Percival.  
 l. f., Gokey.

Goals from the floor:—Cross 2, Vail 1, Hatch 1, Percival 2, Gokey 5. Referee, R. Percival. Umpire, Pratt. Scorer, Cummings.



No account of the season will be complete without mention of the first team mascot, "Morpheus," who has been present at every game, and who is credited with a large measure of the success of his team. In spite of some hardships especially at Bridgton where tears at his loss were changed to smiles of joy after Massey's recapture of the treasure, Morpheus has stood the season well and fully expects to be on hand when the season opens next year.

M. T. P.



## EXCHANGES.

We are glad to welcome several papers to our list since the last edition of the Herald, and hope the number will still increase. The following are to be found in the reading room:

"Hebron Semester," Hebron Academy.

"The Caduceus," Norway High School.

"Par Sem," Parsonsfield Seminary.

"Leavitt Angelus," Leavitt Institute.

"Academy Echo," Freedom Academy.

"Good Will Record," Good Will Farm.

"Maine Campus," U. of M.

"Bates Student," Bates College.

"The Clavis," Jay High School.

"The Colby Echo," Colby College.

### BASE BALL.

A meeting has been held and the captain and manager have been elected. Parker Russell was chosen captain and Edwin Lawler, manager. The outlook for a good team for the coming season is very bright and there are many candidates, at least two men for each position, and with such competition a good team ought to be developed. The schedule has been arranged, many good games are looked forward to, and with the support of the school and townspeople all expenses ought to be defrayed.

The schedule:

April 19. Mechanic Falls H. S., at Mechanic Falls.

April 22. South Paris H. S., at So. Paris.

April 29. Norway H. S., at Norway.

May 6. Berlin H. S., at Berlin.

May 13. Bridgton Academy at No. Bridgton.

May 17. Berlin H. S., at Bethel.

May 20. Norway H. S., at Bethel.

May 27. Bridgton Academy, at Bethel.

June 3. South Paris H. S., at Bethel.

June 10. Alumni at Bethel.

Teacher (to new scholar)—"How does it happen that your name is Allen and your mother's name is Brown?"

Boy (after moment's thought)—"Well, you see, it's this way. She married again and I didn't."

—o—

Uncle Charles (looking over the school report of six-year-old Ted)—"Ted, what did you get in deportment this month?"

Ted—"I'm not taking that yet."

"Why did you break your engagement with that school-teacher?" asked the friend.

"If I failed to show up every evening, she expected me to bring a written excuse signed by my mother."

—o—  
She (on the Atlantic Liner)—"Did you observe the great appetite of that stout gentleman at dinner?"

He—"Yes; he must be what they call a stowaway."

—o—  
"Wouldn't you like to be a king when you grow up, my son?"

"No, pa, I'd rather have a steady job."

—o—  
Teacher—"If I say; 'I'm beautiful,' what tense would I use?"

Voice—"Remote Past."—Ex.

—o—  
Soph—"Do you know my brother?"

Junior—"Sure, we sleep in the same Cicero class."

—o—  
Teacher—"After this, I think I shall have to excuse anyone who talks without raising his hand."

Pupil (with hands at side)—"I don't blame you."

—o—  
Teacher—"Will someone kindly volunteer to tell us where the brain is located?"

Bright Pupil—"Well,—er—I think it is in the top story of the human block."

—o—  
The following was written to show the use of fanciful genders in German:

"A German gentleman writes a masculine letter of feminine love to a neuter young lady, with a feminine pen and feminine ink on masculine sheets of paper, and incloses it in a masculine envelope with a feminine address to his neuter Gretchen. He has a masculine head, a feminine hand, and a neuter heart."

"How many ribs have you, Johnny?" asked the teacher of physiology.

"I don't know, ma'am," giggled Johnny, squirming around on one foot, "I'm so awfully ticklish I never could count 'em."

—o—  
Dorothy, aged five, watched her mother making a pencil sketch.

"Mama, I know what drawing is."

"Well, what is it, dear?"

"It's just thinking, and then making a mark around the think."

### DAVIS—ERSKINE.

The following, clipped from "The Jacksonian" published at Cimarron, Kansas, will be of interest to Herald readers as Mr. Erskine was for some time connected with Gould's Academy, both as pupil and teacher. The Herald joins in extending tardy, though none the less sincere congratulations.

Last evening, (Wednesday, Nov. 30), at the home of Mr. and Mrs. R. R. Davis there occurred the marriage of their daughter, Miss Anna Davis, the Superintendent of the Gray county schools, to Mr. Chas. B. Erskine, the assistant cashier of the Gray County State Bank. The ceremony was performed by Rev. Roy Smith in the presence of only the immediate relatives and two or three outsiders. After the wedding the guests sat down to an elegant three course supper to which full justice was done. Those present were: Mrs. Keeler and daughter Julia, from Garden City, Mr. and Mrs. Ralph Davis, from San Francisco, Mr. and Mrs. Roy Smith, Miss Gladys Lee, beside the father and mother of the bride.

The bride has been for years prominent in church and local affairs, and was lately elected to her second term



as Superintendent of Schools of the county. She has had a wide experience in school work as well as in the business world, and is one of Gray county's favorites.

The groom is a native of Maine, coming here about four years ago. He has been in the Gray County State Bank as assistant cashier for some time and has proven himself an efficient banker. At present he is carrying on the study of law as a side line and expects to be admitted to the bar in about a year. His work in Maine was along educational lines, he being at the head of the scientific department of an academy there. He is reckoned as one of the brainy young fellows of the town.

Mr. and Mrs. Erskine will both continue their work in the accustomed places for the present at least. The best wishes of a host of friends are extended to them and the Jacksonian, among the rest, wishes them the best of life's bounties.

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### OBITUARY.

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#### HENRY CLAY PEABODY.

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In the death of Judge Henry C. Peabody, of Portland, which occurred Mar. 29, Gould's Academy loses one of her distinguished and most highly honored alumni.

Judge Peabody was born in Gilead, Me., April 14, 1838, the son of John Tarbell and Mercy Ingalls (Burbank) Peabody. The family removed to Gorham, N. H., in 1839, and Judge Peabody commenced his preparatory studies for his admission to college. He attended Gould's Academy, Bethel, and graduated from Dartmouth college with the class of 1859. He studied with Gen. Samuel Fessenden of Portland and was admitted to the bar and commenced practice in this city in 1862.

He served as judge of probate from 1879 to Nov. 29, 1900, when he was elevated to the bench as an associate justice of the Supreme Judicial court of Maine. He was married July 26, 1867, to Ellen Adams, daughter of Deacon Augustus Adams, deceased, and has a married son, Clarence W. Peabody, and a son Henry A. Peabody, both members of the Cumberland bar. He was appointed as a justice of the Supreme court by Governor Powers to succeed the last Justice Haskell.

He early took high rank among the probate judges, not only of Maine but of New England, and his many decisions in important probate cases were seldom successfully appealed from. In 1895 he was appointed by Governor Cleaves a member of a commission to prepare uniform blanks and rules of practice and procedure for the probate and insolvency courts of Maine, and acted as president of the commission.

Judge Peabody was a past grand chancellor of the Knights of Pythias and Unity Lodge of Odd Fellows, and the Royal Arcanum. He has served as a trustee of the Fryeburg Academy, of the Portland Public library, and of the Greenleaf Law library.

As a member of the Supreme court Judge Peabody worked hard, and was especially distinguished for his patient investigation of every matter before him. His charges were carefully prepared and slowly and deliberately delivered.

Justice Peabody was a true gentleman of the old school. All his work on the bench was animated by a spirit of patience, justice and fairness to all, and this attitude of his was universally recognized. His death is not only a loss to all, but a source of the deepest regret to the members of the bar and the community at large.

## Statistics of the Class of 1911.

Name	Nickname	Age	Weight	By-word	Size of Shoe	Disposition	Favorite Sport
Ivan Arno	Skunk	19	170	Jumbo	I don't dare to tell	Sunny	Driving horses
Edna Bartlett	Read	19	123	Now 'scuse it	I never measured it	Has been spiled	Playing
Freeborn Bean	Professor	17	135	I'm ashamed to tell	Petit	Stuck up	Sitting up nights
Clinton Bennett	Fiddler	17	160	Oh, for gosh's sakes	I've forgotten	First class	Making up Virgil
Thomas Brown	Trim	17	130	(Ask the editor)	3 (small size)	Cranky	Walking Main street
Carl Brown	Carl	17	140	My gosh	Yard and a half	Happy as the day is long	Plowing
Mildred Chapman	Bill	20	130	Look	11 $\frac{3}{4}$	Unsettled	Dreaming
Lula Cummings	Lula	19	117	Mercy	3	Just right	Being polite
Mae Cross	Mary Ann	18	128	My soul	(2) <sup>2</sup>	Merry	Minding my business
Leslie Davis	Texas	18	170	Well I guess	Ask Mr. R—I	Can't 'scribe it	Catching Swans
Irving Harriman	Harriman	18	140	Pity me	14	Social	Hunting
Oscar Judkins	Bill or Judie	17	150	Gee	About 7 97-933	Lovable	Working
Ida Packard	Bunch	17	130	Search me	Size larger than Oscar's	Just the same	Writing letters
Harry Rand	Red	18	135	Oh, pickles	8 9-10	Up to-day and down to-morrow	Being a janitor
Blanche Richardson	Reddy	18	120	Oh, my goodness	4	Kind	Painting
Parker Russell	Park	19	160	Well I'll tell you	Square root of 25	Proud	Basket Ball
Alta Smith	Winnie	18	128	We'll I never	Ask mamma	Upish	Driving Phyllis
Alice Smith	Smithy	18	125	For heaven's sakes	I don't remember	Pleasant	Looking around
Mollie Stanley	Moll	20	110	Sakes alive	1 $\frac{1}{2}$ (small size)	Just like Judie's	Studying
Marie Swan	Jack	19	125	My Lord	4	Leslie knows	Making others happy?
Helen Spencer	Spencer	18	105	Mercy me	1	Changeable	Spooning
Bertha Thurston	Ike	19	125	Lord sakes	3 $\frac{1}{2}$	Ask Cleve	Smiling
Roy Thurston	Sanko	21	160	What's the sense	15	Cheerful	Keeping "study hours"



## Statistics (Continued)

Name	Favorite Study	Complexion	Ambition	Favorite Dish	Favorite Song
Ivan Arno	Geometry	Excruciating	To be a Priest	Lemons	Don't I Wish I Had a Girl
Edna Bartlett	German	Opaque	I don't care what I am	'Taters	If I Only Had a Beau
Freeborn Bean	French	Pretty	I know but can't express myself	Lamb	I'm Glad I'm a Boy
Clinton Bennett	Virgil	Dark	To know something	Dish pan	I'm Afraid of You
Thomas Brown	Lives of Great Men	Old Rose	To be a lumberman	Pop corn	Gee, but there's Class to a Girl like You
Carl Brown	Reading	O. K.	To be a farmer	Salt pork	When the Harvest Moon is shining on the River, Mollie
Mildred Chapman	German	Passable	To get a diploma	Rice	Where is my Wandering Boy, To-night
Lula Cummings	German	Pale	Anything will suit me	Olives	Let's Take a Walk, Dear
Mae Cross	German	Middling	To do the best I can	Lobsters	Constant as the Northern Star
Leslie Davis	Tom and I study the same book	Very light	I'm too young to decide	Codfish	When Sweet Marie was Sweet Sixteen
Irving Harriman	Physics	It will do	To graduate	Oyster stew	Put on Your Old Gray Bonnet
Oscar Judkins	Mathematics	Splendid	To raise chickens	Strawberry shortcake	I Wish Someone Would Fall in Love with Me
Ida Packard	Famous Women	Pleasing	To be a telephone operator	Suckers	I Want Somebody to Play With
Harry Rand	Senior Algebra	Scarlet	To be a cigar dealer	Hash (Holden Hall)	Can't You See I'm Lonely
Blanche Richardson	Greek History	Crimson	To dye my red hair	Cream tartar	Old Folks at Home
Parker Russell	Solid Geometry	Blonde	To be an orator	Honey	Some Day When Dreams Come True
Alta Smith	Geometry	Rosy	To fade out	Pickle limes	My Heart is Sad and Lonely, for my Mind is Far Away
Alice Smith	Algebra	Clear	To be a deaf and dumb teacher	Sand	There's Nobody Just Like You
Mollie Stanley	Latin	Changeable	Teach school, of course	Washtub	School Days
Marie Swan	French	Excellent	To be a nurse	Soup	Somewhere, Somebody is Waiting for Me
Helen Spencer	French	Sky blue pink	To be a tailor (Taylor)	Uneeda Biscuits	I've Grown so Used to You
Bertha Thurston	French	Fine and dandy	To go West	Kisses	Meet Me To-night in Dreamland
Roy Thurston	Normal	Translucent	To make a smart man	Peaches	Daisies Won't Tell

ACADEMY HERALD.

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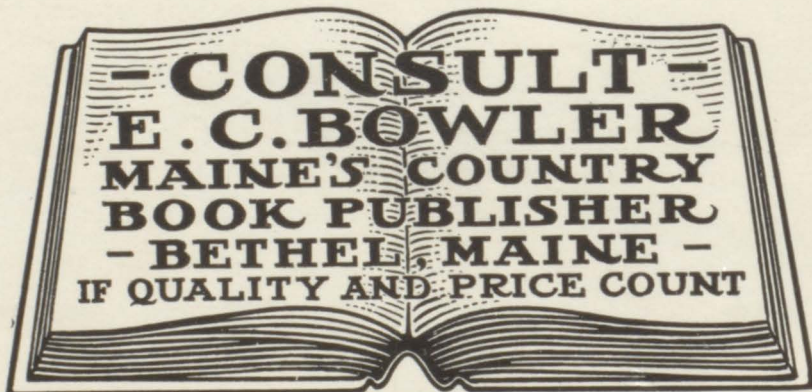
Steinfeld Block, Next Wilson  
Pharmacy,

Telephone Call 157-3.

Main St., Berlin N. H.

**POEM FOR BUSINESS MEN.**

Oh, tradesman, in thine hour of e e e,  
If on this paper you should e e e.  
Take our advice and now be y y y.  
Go straight ahead and advert i i i.  
You'll find the project of some u u u;  
Neglect can offer no ex q q q.  
Be wise at once, prolong your d a a a,  
A silent business soon de k k k.





## GOOD NEWS FROM THE YOUTH'S COMPANION.

We have had to make The Youth's Companion larger to get in all the good things that Companion readers ought to have. The added amount would make four hundred pages of standard magazine size and print; but we have kept the price just the same—\$1.75 for the fifty-two weeks of 1911, and all the issues for the rest of this year free from the time you send in your subscription.

We would like to tell you what is in store for Companion readers next year. We cannot do it here, though; there is not room. But send us your address on a postal card, and we will send you the beautiful Prospectus of The Companion for 1911, announcing many new features, together with sample copies of the paper.

We think you will agree, when you have read them, that there is no other paper that gives quite so much of such a high quality as The Companion.

The new subscriber receives a gift of The Companion's Art Calendar for 1911, reproducing in twelve colors and gold a beautiful water-color garden scene.

THE YOUTH'S COMPANION,  
144 Berkeley St., Boston, Mass.

## WOODBURY & PURINGTON

Dealers in

Choice Family Flour, Corn  
Meal, Feed, Bran and Mid-  
dlings, Grass Seeds, Lime,  
Hair and Cement, Dry Goods  
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AGENTS FOR

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Novelties in English, German, French China and Cut Glass.

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and Rubbers, Tin and Hardware.

*Ready-Made Clothing a Speciality.*

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ACADEMY HERALD.

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Our new equipment of thirty Remington typewriters is here.

Our Instructors have returned from their vacations ready for business.

Our courses of study have been strengthened.

In fact we are ready for YOU in any of our departments day or evening. If you had entered before, you would now be filling one of the 301 good positions which this institution has supplied during the past few months. Delay no longer. Enter now.

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Photo Supplies  
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*I pay return postage on films and prints.*

*Mail orders promptly attended to.*

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Windows and Frames.

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**Maine.**



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**GOOD CLOTHES**

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BE SATISFIED, Trade at

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110 Lisbon Street,

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*Can be fitted out in the latest fashion at a  
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There is no reason why a garment need  
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Flour, Grain and Feed.  
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Full line of  
Boots, Shoes, Rubbers and Moccasins.  
Some of those heavy Wool Stockings, Leg-  
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Rubbers, Women's and Children's Felt Shoes.  
Repairing promptly done.

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Also a large line of Gen-  
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Tobacco; also School Tab-  
lets, Pencils, Etc., Etc.  
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Horse and Sheep Shearing Machines.  
Trunks, Bags and Suit Cases, all grades.  
Men's Working, Driving and Dress  
Gloves.  
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Hammocks in All Grades, and Great  
Variety.  
Red Couches with Woven Wire Spring.

Light and Heavy Lap Robes.  
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Largest Variety of Harness ever shown  
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Automobile Soap and Polish.  
All Kinds of Horse, Carriage, and Stable  
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A full line of funeral supplies always  
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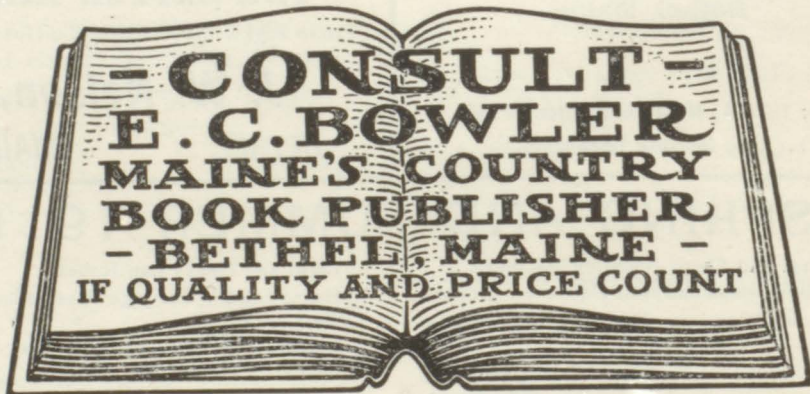
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*Orders taken for flowers at the telephone office.*

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The GOOD Photographic Work I have done in the past is HISTORY, and I am making HISTORY every day.

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A nice collection of THIS, THAT and the OTHER THING which a jeweler is supposed to sell. The Leading WATCH MAKES, Newest Designs in RINGS of every sort. Plenty of articles of Household use, like SILVERWARE, CLOCKS of all kinds. The same in LOCKETS, BROOCHES, FOBS, Etc. When these things are shown in generous variety it makes what might be called a COMPLETE JEWELRY STORE.

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*REMEMBER: Moore's Non-Leakable Fountain Pens are always ready to write, no shaking ink on the floor. Call and let me show you why.*

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